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MONTANA GUIDANCE NEWS AND VIEWS

April, 1970

State of Montana  
Office of the Superintendent  
of Public Instruction  
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TENTATIVE SCHEDULE FOR THE MPGA  
SPRING COUNSELOR MEETING

Counselors are encouraged to attend the Montana Personnel and Guidance Association meeting, April 23-24, 1970 at Montana State University, Bozeman.

Because this meeting coincides with High School Week activities, counselors are urged to make reservations for housing as early as possible.

Tentative agenda for the meeting is as follows:

Thursday: April 23

9:00 a.m.	Registration, Jefferson Room, Student Union Building.
10:00 a.m.	MPGA Business Meeting, Jefferson Room, Student Union Building.
12:00 noon	Speaker: Dr. Robert Morgenstern, "Verbal Self Disclosure and Touch as a Therapeutic Technique," Jefferson Room, Student Union Building.
1:30 p.m.	Business Meeting, Jefferson Room, Student Union Building.
3:30 p.m.	Coffee
4:00 p.m.	Business Meeting, Jefferson Room, Student Union Building.
6:30 p.m.	Banquet. Speaker: Dr. Richard Usher, Associate Professor of Psychology, University of Northern Colorado, "Relevancy In Education: Our Contemporary World," (location of meeting to be announced).

Friday: April 24

9:00 a.m.	Speaker: Dr. Jess Lair, "The Role of the Self in Human Relationships."
10:00 a.m.	Panel: "The Student's View of the Contemporary World."
12:00 noon	Luncheon (No Host).

Discussions will be held on APGA Counselor Certification and APGA proceedings.

## COUNSELING IS FOR ALL PUPILS

By: Dr. P. W. Hutson  
Professor Emeritus, University of Pittsburgh

A recent report of research by Mallinson and associates (Betz, Engle, and Mallinson, Personnel and Guidance Journal, June, 1969, pp. 988-994) seems highly important to bring to your attention. It has basic implications for the scope of service which high school counselors are supposed to render. From Mallinson's longitudinal study which began with 6,000 seventh graders in 1957, 309 of the non-college-bound were contacted for individual interviews in 1966 and 1967, two or three years after high school graduation. The subjects had graduated from a number of high schools, varying in size, in four North Central states. One hour was allotted for each individual interview, which was semi-structured to ascertain self-concept, family relationships, educational and vocational experiences.

A few of the findings of this study will be cited. Only 29 percent evaluated their high school experience as being valuable and positive. "Conversely, 54 percent of the sample had neutral reactions, and 17 percent had marked negative reactions to their high school experiences." Of 461 responses to the question of who was influential in their educational decisions, 34.9 percent said "self", 29.3 percent said "parents", 13.7 percent said "friends", 10.0 percent said "teachers" and 7.2 percent said "counselors."

### NEGLECT OF THE NON-COLLEGE-BOUND

These subjects perceived the school and the counselors as favoring the college-bound population. "Counselors were perceived as not available, too busy, too involved with college-bound students, or simply unknown to this group."

This is not the first revelation of the dichotomized high school, but it is one of the most objectively drawn. Furthermore, a figure is reported which suggests the size of the problem of counseling the non-college-bound. Of the population of 6,000 seventh graders, more than 4,000 graduated from high school, and of these graduates approximately 3,000 were judged by teachers, administrators and counselors as non-college-bound. These figures correspond roughly to the commonly cited figure of 20 percent of our workers as being employed in 1975 or 1970 in occupations which require college training--the professional and technical category. Thus, the problem of guidance for the non-college-bound is one of staggering magnitude.

Its neglect is emphasized in the recent report of the National Advisory Council on Vocational Education (cited in the New York Times, August 31, 1969), which offered some harsh comments on "the nation's college-oriented secondary schools", such as the following: "At the very heart of our problem is a national attitude that says vocational education is designed for somebody else's children.

"We have promoted the idea that the only good education is an education capped by four years of college. This idea, transmitted by our values, our aspirations, and our silent support, is snobbish, undemocratic and a revelation of why schools fail so many students."

### NEED TO ORGANIZE SCHOOL DEMOCRATICALLY

The first step in correcting this situation is to abolish the "dichotomy" and this is a task which calls for the joint efforts of counselors, teachers, and principal, especially the latter. If your school is organized in "tracks", such as college prep, business, and vocational, they must be destroyed and pupils sectioned in each subject in accordance with their ability in that subject. Democracy in the school may be further promoted by thoughtful attention to the social life and extra-curricular organization to see that there are no signs of discrimination but a positive invitation to wide participation. Plenty of studies of the drop-out problem have shown it to be mainly rooted in pupils' unhappiness over feelings of not belonging, of being "out of it."

### COUNSELING IS FOR ALL PUPILS

In the Mallinson study, "Students felt that a sense of belonging was one of the most important attributes to be attained in a good high school." In a previous column (February, 1968) I referred to Mallory's HIGH SCHOOL STUDENTS SPEAK OUT, Chapter 21 (Harper & Row, 1962) for an example of a school that is organized democratically, and in which vocational boys have no feelings of hostility toward college preps.

### ORGANIZE COUNSELING PROGRAM FOR ALL

The second step in correcting inequities found by Mallinson is the organization of a counseling program which is comprehensive and involves the application of certain procedures to every pupil in the school. For example, all pupils take such batteries of tests as the DAT, and the GATB, and the Kuder. All have cumulative records which contain these test data as well as school achievement in curriculum and extra curriculum. All pupils are entitled to interpretation of this evidence in terms of their educational and vocational potentialities. All pupils are entitled to help in the development of a proper way of thinking through the problem of educational and vocational choice.

The Counselor must know the educational opportunities presented by public and private vocational and technical schools (especially the local ones) as well as by the degree-granting institutions of higher education. He must be able to utilize the occupational information contained in the OCCUPATIONAL OUTLOOK HANDBOOK and the DICTIONARY OF OCCUPATIONAL TITLES. He ought to have a considerable inventory area, especially of the jobs open to beginners. Some cities, such as Davenport, Iowa; Evansville, Indiana; Middletown, New York; and Pittsburgh, Pennsylvania, have made surveys to obtain such information and have published attractive reports.

To continue further with the process of vocational and educational counseling would be gratuitous. The point I wish to make with you here is that, if the counselor will accept the principle that all pupils should be served to the best we know in counseling techniques, the non-college-bound will not be passed by. The counselor's goal should be that every pupil should have a well thought out plan before he leaves school. The attitude of the counselor must be that every individual is of supreme worth.

-----Taken from PENNSYLVANIA'S GUIDANCE KEYNOTES

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MONTANA VOCATIONAL ASSOCIATION CONVENTION  
TO MEET JUNE 8, 9, 1970

The Montana Vocational Association Convention will be held June 8 and 9, 1970 at Missoula Technical Center. As in the past, a sectional for school counselors is planned. Dick Mattson, Director of Pupil Personnel Services, Missoula County High School, is planning the guidance sectional and requests counselors having ideas for this year's program to contact him.

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COUNSELOR WORKSHOP HELD AT  
MISSOULA TECHNICAL CENTER

A counselor workshop was held at Missoula Technical Center on February 11, 1970 under the direction of Richard Mattson, Director of Pupil Personnel Services, Missoula County High School. The workshop was attended by counselors, special education personnel, school administrators, college professors, graduate students, supportive agency personnel, and Office of the Superintendent of Public Instruction staff.

The topics discussed were: The Counselors and the Non-College-Bound Student; The Counselors and the Mentally Retarded; Project 100; and An Individualized Approach to Instruction and Its Implication For Counselors.

The consensus among persons attending the workshop seemed to be that future workshops should be conducted.

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COUNSELORS USE TEAM APPROACH!

Richard Mattson, Director of Pupil Personnel Services, Missoula High School, reports that meetings involving school counseling personnel and counselors representing other agencies and services are being held in Missoula. Similiar meetings are held in Great Falls.

1970 APGA CONVENTION ABSTRACTS  
AVAILABLE

Persons interested in obtaining a copy of the 1970 APGA Convention Abstracts should request a copy from The American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington D.C. 20009. Cost: \$3.00.

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A REVIEW

DR. ALBERT ELLIS'S MISTAKEN IDEAS

Dr. Albert Ellis has compiled an interesting list of the mistaken ideas he has found most commonly involved in neurosis. They are as follows:

1. That it is necessary to be loved and approved by everyone.
2. That one should be thoroughly competent and adequate.
3. That certain people are bad and should be punished.
4. That it is horrible or catastrophic when things are not as one would like them to be.
5. That unhappiness is externally caused.
6. That if a thing is dangerous, one must be terribly concerned about it.
7. That it is easier to avoid than to face life's responsibilities.
8. That one should be dependent and rely on someone stronger.
9. That the past is all-important.
10. That one should get upset over others' problems.
11. That it is exceptionally difficult to find the solution to human problems and catastrophic if one does not.
12. That human happiness can be achieved by inertia and inaction.

From "Guidelines" - Northeast Missouri  
Guidance Assn., via Louisiana's  
"The Guidepost", Fall 1965

HAVE YOU READ?

A Strategy For Guidance: A Point of View and It's Implications. Edward C. Roeber, Indiana State University, Garry R. Walz, University of Michigan, Glenn E. Smith, State of Michigan Department of Education. MacMillan Company, 866 Third Avenue, New York, New York 10022.

Class and Personality in Society. Alan L. Grey. New York: Atherton Press.

Counseling in the Elementary School. William H. Van Hoose, Wayne State University, F. E. Peacock Publishers, Inc., Itasca, Illinois 60143.

Guidance in Elementary Schools. Herman J. Peters, Bruce Shertzer and William Van Hoose, Rand McNally and Company. College Department, P.O. Box 7600, Chicago, Illinois 60680.

Leaving School and Starting Work. Ethel Venables. Pergamon Press, 44-01 21st Street, Long Island City, New York 11101.

New Careers: Real Jobs and Opportunity for the Disadvantaged. F. Powledge. Public Affairs Pamphlets, 381 Park Avenue South, New York 10016.

Personalizing Information Processes: Educational, Occupational and Personal-Social. Joseph W. Hollis and Lucile U. Hollis, Ball State University. MacMillan Company, 866 Third Avenue, New York, New York 10022.

Problems of School Men in Depressed Urban Centers. A. L. Roaden, Ohio State University, 2500 Kenny Road, Columbus, Ohio 43210.

Pupil Personnel Administration: New Perspectives and Foundations. Vincent F. Calia and Bartholomew D. Wall, Springfield, Illinois. Charles C. Thomas, Publisher.

Research in Counseling. Lawrence Litwack, Russell F. Getson and Glenn A. Saltzman, Kent State University. F. E. Peacock Publishers, Inc., Itasca, Illinois 60143.

School Counseling, Perspectives and Procedures. Herman J. Peters and Micheal Bathory, Ohio State University. F. E. Peacock Publishers, Inc., Itasca, Illinois 60143.

The Job Hunter: The Diary of a "Lost" Year. A. R. Dodd, Jr. Pocket Books, 1 West 39th Street, New York 10018.

The Junior College Student: A Research Description. K. Patricia Cross. Educational Testing Service, Princeton, New Jersey 08540.

The Motivated Working Adult. Ray C. Hackman. New York: American Management Association.

Therapeutic Psychology: Fundamentals of Actualization Counseling and Psychotherapy. Lawrence M. Brammer and Everett L. Shostrom. Second Edition, Englewood Cliffs, New Jersey: Prentice-Hall, Inc.



